

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

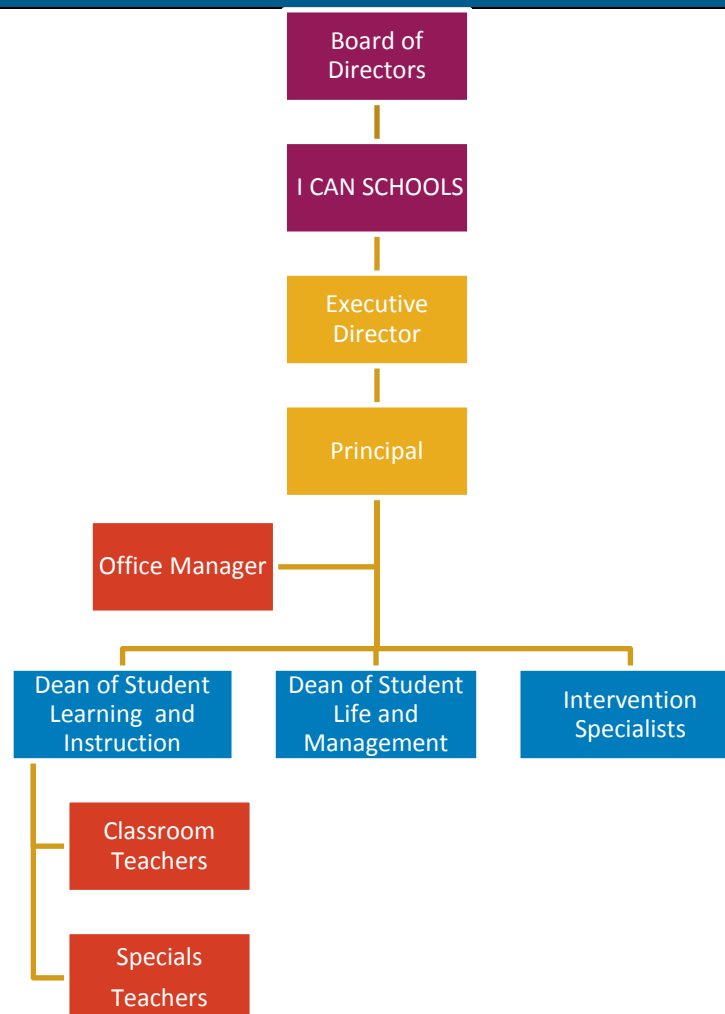
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	AS						
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						DNMS
	Communication with internal and external stakeholders						AS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

Indiana College Preparatory School (ICPS) is part of ICAN Schools (ICAN), a charter network based out of Ohio. 2015-2016 was the first year of operations for ICPS, which serves students in grades K-8. The school leadership team consisted of an Executive Director (ED), Principal, Dean of Student Learning and Instruction (DSL), and Dean of Student Life and Management (DSL). Prior to the beginning of the school year, the initially selected school leaders both resigned and a new school leader was identified. The new school leader previously worked within ICAN schools as a DSL and completed the network's Principal Fellowship Program. Throughout the first several months of school, two of the deans experienced turnover and the school had to make internal transitions and additional hires to fill those positions. Additionally, in early March the principal was released and replaced internally by the DSL. The new school leader, who has a M.Ed. and several years of teaching and school leadership experience, remained through the end of the school year. While the school experienced a

significant amount of leadership turnover throughout the year, the most recent school leader was able to quickly put some systems in place to address academic and cultural concerns amongst the staff and students.

Roles and responsibilities amongst the leadership team were fairly well-delineated, with the ED primarily responsible for external communications and operations oversight and the Principal responsible for the daily management of staff and students. The Mayor's Office (OEI) did receive several complaints from parents regarding student discipline, teacher interactions, and a lack of communication from administration. Additionally, OEI noted concerns in the school's timeliness in communicating significant issues, such as the mid-year change in leadership. The school leadership team was responsive to these concerns and inquiries and worked quickly with OEI and families to resolve specific issues. Both the ED and Principal provided thorough reports to the board on a monthly basis that included information on attendance, discipline, enrollment, staffing updates, and academic data. Information was consistently accurate, relevant, and timely.

Organizational Chart



During meetings with OEI, the school leadership team was able to identify strengths and gaps in student performance and elaborate on plans to address areas of priority. The school implemented an intensive RTI approach to manage a high number of students significantly below grade level in both math and reading and hired additional staff to address a high percentage of students with special needs. Additionally, after the

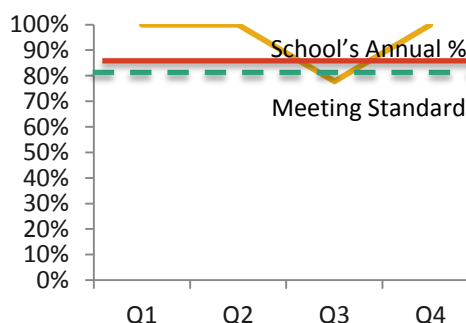
principal turnover in March, members of the network leadership team pushed in to help the school adjust student grouping, staffing, and support structures to provide more oversight for academic monitoring. While the leadership team constantly reflected on ways to improve student outcomes, it remains to be seen whether these strategies resulted in improved student achievement. In terms of finance, the school received support from ICAN to create a budget, produce monthly and quarterly financial reports, and to navigate the state and federal funding streams. While this allowed the school leaders to focus more on daily operations and academics, there was some concern that the network was less familiar with Indiana-specific school funding procedures, particularly in Title I. This resulted in questions around the school accessing all available funding.

Overall, due to concerns regarding leadership stability, communication with stakeholders, and, engagement in a continuous process of improvement, ICPS earned a rating of **Approaching Standard** for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	AS						
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						MS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						DNMS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, ICPS submitted the majority of compliance documents to the Mayor's Office (OEI), including employee spreadsheets, board meeting minutes, and quarterly reports, on time. The school's overall on-time submission rate for academic and governance

On-Time Compliance Reporting Percentage (3.2a)



documents was 84% and at the close of the 2015-2016 school year, all documents had been submitted.

It was discovered in April 2016 that ICPS did not withhold social security taxes from employee paychecks for the 2015-16 school year. The ICAN department that oversees this area is based out of Ohio, which has different requirements for state withholding. The network was unaware that it was a requirement in Indiana, so they did not withhold. While ICAN confirmed that social security taxes would be withheld beginning on July 1, 2016, but the school was out of compliance regarding this state law for the 15-16 school year.

Aside from compliance, the Executive Director and principals were engaged in meetings with OEI and maintained communication with OEI between scheduled meetings. However, due to the school being out of compliance with state law, ICPS receives a rating of **Approaching Standard** for this indicator for the 2014-2015 school year.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.

	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	MS						
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						AS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The founding board of ICPS is active, experienced, and provides competent oversight for the school. The board is comprised of individuals with experience in law, finance, community outreach, education, and social work. The founding Board President rolled off in January and was replaced by the Vice President.

Skill Sets Represented on Board

A review of meeting minutes and notes demonstrates the board’s alignment to the school’s mission to “prepare students for a college preparatory high school that ensures acceptance and graduation from a four-year college or university”. Many of the initial board meetings were focused on start-up operations and logistics, such as staffing and enrollment, but the board provided oversight when school staff reported on finance and academics throughout the year as well. The board seemed adequately apprised of school performance – both strengths and areas for improvement – and responded appropriately. While all directors appeared engaged in meetings, discussions were driven primarily by two to three directors at each meeting. As the board expands beyond its start-up functions, it would benefit from continuing to build out its roster to support more intensive focuses on school priorities.

Education

Social Work

Finance

Law

Community


Board Overview

Indiana College Preparatory School, Inc. holds the charter for ICPS.

5
Members
majority
Required for Quorum

The ICPS board meets monthly.

ICPS contracts with ICAN Schools, a charter management organization operating 8 schools in Ohio and Indiana.

OEI received a number of complaints from both parents and staff throughout the 2015-16 school year regarding discipline policies, communication, leadership turnover (discussed in 3.1), and payroll (discussed in 3.2). Once in contact, the school moved quickly to update both OEI and the board with relevant information and to engage both parties in discussions around school improvements.

In regards to compliance, meetings were held as scheduled, met quorum with the majority of directors in attendance at each meeting, and abided by Indiana Open Door Law. No conflicts of interest were noted during the 2015-2016 school year.

Due to its consistent stewardship and governance over ICPS in its inaugural year, the board receives a **Meets Standard** for this indicator.

3.4. Does the school’s board work to foster a school environment that is viable and effective?

Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	MS						
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The ICPS board held monthly meetings at which the school leadership team was present. Between meetings, the leadership team communicated with the board chair when necessary to provide leadership and support in school initiatives and events.

Annually, the board uses a formal evaluation tool for its contract with ICAN Schools, while the Executive Director provides a thorough evaluation of the Principal. The school leadership team, through the support of the ICAN network, created and managed rigorous priorities and goals for the school. At each board meeting, they provided data to demonstrate the school's progress towards achieving the goals and received feedback from the board. While the school leaders were able to provide relevant information during board meetings, as the board expands beyond a founding board, it will be important to become more involved in the strategic goal-setting process as well as setting benchmarks throughout the year. As for board performance, as of the end of the year the board did not have a formal method of setting goals for itself or assessing its own performance, making it difficult to objectively gauge its own effectiveness at the end of the year.

In all observed meetings and interactions, the board, ICAN, and school leadership teams appeared to have a positive working relationship. For all of the reasons described above, ICPS receives a **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?

Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	MS						
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-16, ICPS's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of ICPS's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school received a rating of **Meets Standard** for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?

Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.						
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.						
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.						
	Exceeds standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.						
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
	MS							
School-Specific Goals	Sub-indicators							Rating
	65-70% of parents will rate ICPS as providing a great quality of education for their students.							MS
	65-70% of teachers will strongly agree that ICPS is implementing the mission of the school.							ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2015-2016, ICPS set its first goal around parent satisfaction. The school reports that 68% of parents rated ICPS as providing a great quality of education for their students. Thus, the school earns a **Meets Standard** on the school's first goal.

ICPS set its second goal around the percentage of teachers who agree that the school is implementing its mission. The school reports that 73% of teachers agreed that ICPS is implementing the mission of the school effectively, earning an **Exceeds Standard** on the school's second goal.

Overall, Indiana College Preparatory School received a **Meets Standard** on the OEI performance framework for this indicator.